

CURRICULUM PROPOSAL FORM 1999-2000

GENERAL EDUCATION PROCESS B

DEADLINES Deadline dates for 1999/2000 submissions: Regular proposals: October 22, 1999 to be implemented in Fall 2000; Short-Term proposals: December 10, 1999 to be implemented in Fall, 2000; Regular proposals February 18, 2000 to be implemented in Spring, 2001; March 24, 2000 for short-term courses to be implemented in Spring 2001.

1509.226 + 1509.227 WE

PROPOSAL TITLE: Philosophy of Mind (1 regular section and 1 writing intensive section)

SPONSOR(S): Abe Witonsky

DEPARTMENT: Philosophy and Religion

COLLEGE: College of Liberal Arts and Sciences

IF LAS CHECK ONE: History/Humanities Math/Science Social/Behavioral Sciences

The attached **GENERAL EDUCATION** proposal is best described by the item(s) checked:

New or existing course to be placed in a General Education Bank

Short-term gen-ed course

Minor changes to existing gen-ed course

Changes to General Education requirements of a degree or program

Request that a new or existing course receive the following designation(s):

Writing Intensive Literature Multicultural/Global

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DEPARTMENT
 (Signature indicates approval)

Dept. Curriculum Chair / Date David Clancy 1/3/00

Dept. Chairperson / Date David Clancy 1/3/00

ACADEMIC DEAN

Approved Not Approved Comments:

Dean's Signature/Date [Signature] 2/2/00

UNIVERSITY CURRICULUM COMMITTEE

Date of Open Hearing 4/1/99 Approved Not Approved

Comments:

Curriculum Chair Signature/Date [Signature] Date Announced at Senate _____

EXECUTIVE VICE PRESIDENT/PROVOST

Approved Not Approved If no, reasons are as follows:

Student Credit Hours _____ Faculty Load Hours _____ Equalized Credit Hours _____

Official Copy & Approval Sheet Filed (Date): _____ Executive VP/Provost Signature/Date [Signature] 4/1/99

REGISTRAR

Date Approved _____ Course Description Received _____ Hegis Taxonomy & Course Number Assigned 1509.336

Registrar Signature/Date [Signature] 4/1/99 1509.3374-1

NOTIFICATION FORWARD

____ Senate Curriculum Committee Chairperson _____ Academic Dean(s)
____ Department Chairpersons _____ Registrar _____ Sponsor(s)

New Course Proposal: *Philosophy of Mind/Philosophy of Mind (WI)*

1. Details:

- a. Course Title: Philosophy of Mind 1509.2234
Philosophy of Mind (WI) 1509.2267
- b. Sponsor: Abraham Witonsky, Department of Philosophy and Religion
- c. Credit Hours: 3
- d. Course Level: Undergraduate (sophomore and above)
- e. Prerequisites: None 1509.2244
1509.2277 Cal. Comp. II 1501.112
- f. Implementation:
 1. Time of Implementation: This course has never been offered. We would hope to offer this course starting in Spring, 2001.
 2. Scale of Implementation: At least one section of this course would be offered each year, depending upon student demand.
- g. Curricular Effect:

This course is intended to be a general education elective, which would also serve the needs of students majoring or minoring in Philosophy. It would likely be in a bank of three philosophy classes, one of which would be required for students majoring in psychology. Sections would be taught both as writing intensive and nonwriting intensive.
- h. Adequacy:
 1. Staffing: One full-time faculty member and one three-quarter-time faculty member on the philosophy side of the department are qualified to teach this course.
 2. Space needs: One classroom with blackboards and with seating for twenty five students would be needed for one semester each year, depending on student demand for this course.
- i. Library Resources:

The library's current collection is adequate, but could be supplemented to improve the resources.

2. Rationale:

In *Philosophy of Mind*, students would have the unique opportunity to reflect exclusively and in a philosophical manner on questions concerning the nature of the

mind. These questions would include: What is the relationship between the mind and the brain? What type of minds do non-human animals have? Is the mind like a computer program? Can the mind survive bodily death? How do I know anyone besides myself has a mind? Questions such as these have both captured the imaginations of and perplexed philosophers, as well as people from all walks of life. While other courses may touch upon these questions, they do not treat them as comprehensively and systematically as *Philosophy of Mind* would.

Along with students studying philosophy and religion, students in other disciplines would benefit from the course, especially those in psychology and artificial intelligence. Concepts, such as “consciousness” and “intelligence,” and views such as “psychological processes are *mechanistic*” and “the mind is like a computer program” would be examined. As these concepts and views are central to these other disciplines, *Philosophy of Mind* would expand these students’ understanding and appreciation of their disciplines.

Students in the physical sciences, such as physics, chemistry and biology, would also find the course particularly relevant. The physical sciences attempt to understand *physical* phenomena. This seemingly straightforward statement raises several rather difficult questions which would be addressed in the course. What does it mean to say that phenomena are physical? Is the mind physical? To what extent can the physical sciences understand the mind? Reflecting on these questions would give students of the physical sciences a deeper awareness of their own disciplines.

There are several reasons why the course would be valuable for all students, regardless of major. It would prepare students to become “technologically-literate” citizens by teaching them some of the current issues relevant to technology, such as whether the mind is like a computer program. As well, basic logical reasoning skills, such as analyzing and evaluating arguments, would be the tools of the course. Thus students would become better at understanding and supporting their views, and recognizing when their views need more support. There would be a considerable amount of writing in the course, so students will develop their writing skills. And students would move beyond thinking passively, since a Socratic pedagogical style would frequently be used.

3. Essence of the Course:

a. Objectives:

1. To better understand central concepts in philosophy of mind, such as: mental, physical, experience, belief, rationality, consciousness, intelligence, physicalism, dualism, causation.
2. To become familiar with the central questions in philosophy of mind, as well as the responses of classical and contemporary philosophers to these questions.
3. To develop and refine the student’s own views about these questions.
4. To see the relationship between philosophy of mind and other disciplines.

5. To increase the appreciation and understanding of the student's own discipline.
6. To learn how to write more effectively.

b. Course Content:

1. Readings of selected texts and essays in philosophy of mind.
2. Opportunities for students to do philosophy of mind themselves by writing papers, engaging in class discussions, and developing their own arguments for philosophical positions.
3. Exploration of the relationship between philosophy of mind and other human concerns, such as science and religion.
4. Outline of course topics:
 - (i). What is Philosophy of Mind
 - (ii). Death and Identity
 - (iii). The Problem of Other Minds
 - (iv). Mind and Belief in Animals
 - (v). Mind and Belief in Computers
 - (vi). Mind and Belief in God
 - (vii). Rational Action
 - (viii). Physicalism
 - (ix). Freedom and Explanation
 - (x). Consciousness

c. Evaluation and Grading Procedures:

Student performance would be assessed through written assignments, exams, and class participation.

d. Course Evaluation:

This course would be evaluated by the Philosophy and Religion department at least every other year. The review would take into account student evaluations, feedback from various other departments (especially the Psychology department), and the views of the instructors. The purpose of this review would be to ensure that *Philosophy of Mind* continues to meet the objectives of general education, the Philosophy minor and projected Philosophy and Religion Studies major, the Psychology major, the college, and the course itself as specified above.

4. Results of Consultations:

I have presented the idea to Professor Laretta Reeves of the Psychology Department, and attached to this proposal is her letter of support for the course .

Catalog Description

New Course: *Philosophy of Mind*

1509.2XX 1509.336 1509.337 1509.338

This course addresses philosophical questions about the nature of the mind. Some of these questions include: What is the relationship between the mind and the body? Can science fully understand the mind? Are minds like computers? What type of minds do non-human animals have? Students will learn the responses of classical and contemporary philosophers to these questions. Students will also develop and refine their own views in response to these questions.

5. Bibliography:

Entries include works from which class readings might be selected, works recommended for further study by students, and resources for the use of faculty who plan to teach the course.

General Introduction to Philosophy of Mind

Chuchland, P.M. (1988). Matter and Consciousness. Cambridge, MA: MIT Press.

Flanagan, O. (1991). The Science of Mind. Cambridge, MA: MIT Press.

Guttenplan, S. ed., (1994). A Companion to the Philosophy of Mind. Oxford: Blackwell.

Glover, J. (1976). The Philosophy of Mind. Oxford: Oxford University Press.

Graham, G. (1998). Philosophy of Mind: An Introduction. Oxford: Blackwell.

Kim, J. (1996). Philosophy of Mind. Boulder: Westview Press.

Lycan, W.G. (1990). Mind and Cognition. Oxford: Blackwell.

McGinn, C. (1997). The Character of Mind. Oxford: Oxford University Press.

Morton, P. ed., (1997). A Historical Introduction to the Philosophy of Mind. Ontario: Broadview Press.

Rey, G. (1997). Contemporary Philosophy of Mind: A Contentiously Classical Approach. Oxford: Blackwell.

Rosenthal, D.M. (1991). The Nature of Mind. Oxford: Oxford University Press.

Ryle, G. (1949). The Concept of Mind. London: Hutchinson.

Searle, J. (1992). The Rediscovery of the Mind. Cambridge, MA: MIT Press.

Death, Identity, and Survival

Feldman, F. (1992). Confrontations with the Reaper: A Philosophical Study of the Nature and Value of Death. Oxford: Oxford University Press.

Fingarette, H. (1996). Death: Philosophical Soundings. Chicago: Open Court.

Parfit, D. (1984). Reasons and Persons. Oxford: Oxford University Press.
(1971).

Perry, J. (1978). A Dialogue on Personal Identity and Immortality. Indianapolis: Hackett.

Varieties of Minds

Abrahamsen, A. and Bechtel, W. (1990). Connectionism and the Mind: An Introduction to Parallel Processing in Networks. Oxford: Blackwell.

Copeland, J. (1993). Artificial Intelligence: A Philosophical Introduction. Oxford: Blackwell.

Dennett D. (1996). Kinds of Minds: Toward an Understanding of Consciousness. New York: Basic Books.

Haugeland, J. (1996). Artificial Intelligence: The Very Idea. Cambridge, MA: MIT Press.

Moody, T. (1993). Philosophy and Artificial Intelligence. Englewood Cliffs, NJ: Prentice Hall.

Morris, T. (1987). The Concept of God. Oxford: Blackwell.

Nagel, T. (1995). Other Minds. Oxford: Oxford University Press.

Plantinga, A. and Wolterstorff, N. (1993). Philosophers Who Believe: The Spiritual Journeys of 11 Leading Thinkers. Illinois: Intervarsity Press.

Intentionality, Action, and Freedom of Will

Davis, L. (1979). Theory of Action. Englewood Cliffs, NJ: Prentice Hall.

Dennett, D. (1984). Elbow Room. Cambridge, MA: MIT Press.

Kane, R. (1996). The Significance of Free Will. Oxford: Oxford University Press.

Nathanson, S. (1994). The Ideal of Rationality: A Defense, within Reason. Chicago: Open Court.

Searle, J. (1983). Intentionality: An Essay in the Philosophy of Mind. Cambridge: Cambridge University Press.

Waller, B. (1990). Freedom Without Responsibility. Philadelphia: Temple University Press.

Consciousness and Mind/Body

Block, N. Flanagan, O., and Guzeldere, G. eds., (1997). The Nature of Consciousness: Philosophical Debates. Cambridge, MA: MIT Press.

Chalmers, D.J. (1996). The Conscious Mind. Oxford: Oxford University Press.

Dennett, D. (1991). Consciousness Explained. Boston: Little, Brown.

Flanagan, O. (1992). Consciousness Reconsidered. Cambridge, MA: MIT Press.

Tye, M. (1995). Ten Problems of Consciousness. Cambridge, MA: MIT Press.

Warner, R. and Szubka, T. eds., (1994). The Mind-Body Problem: A Guide to the Current Debate. Oxford: Blackwell.

6. Internet Sites:

Sites where information specific to philosophy of mind can be readily accessed

<http://www.epistemelinks.com>

<http://www.earham.edu/~peters/philinks.htm>

<http://www-personal.monash.edu.au/~dey/phl>

<http://socrates.berkeley.edu/%Ephlos-ad/pedagogy.html>

<http://www.utm.edu/research/icp/>

Psychology Experiments

<http://www.olemiss.edu/projects/PsychExps/>

<http://www.kahuna.psych.uiuc.edu/ipl/>

<http://coglab.psych.purdue.edu/coglab/>

Cognitive Neuroscience Links

<http://www-psych.stanford.edu/cogsci/>

<http://www.dartmouth.edu/~cns/>

<http://www.cnbc.cmu.edu/other/other-neuro.html>

<http://www.people.virginia.edu/~dbw8m>

The Brain

<http://www.neurophys.wisc.edu/brain/>

<http://www.med.harvard.edu:80/AANLIB/home.html>

<http://wwwneropsychologycentral.com/>

<http://www-hbp.scripps.edu/Home.html>

Addendum Re: Classification of *Philosophy of Mind* as Writing Intensive

The writing assignments would include:

Short in-class writing (ungraded). Students would write a paragraph or two about a topic of discussion or a passage from a reading. They may be asked to write down their own ideas before discussing it, to summarize a class discussion, or to paraphrase or to argue with a piece of writing. This technique would be used frequently.

Short response papers (graded). Students would identify and explain an argument in an assigned reading and write one related question that they would like answered. Examples of students' work would be provided to the class as models. There would be approximately 8 of these papers, each being 1 pages in length.

Medium-size position paper (graded). Students would discuss and defend a view that would have been touched upon either in a class discussion or in a reading. A one or two paragraph proposal for the paper would need to be approved. Each paper would then go through a rough draft prior to the final graded draft. The professor would hold individual conferences with students to discuss the rough draft and offer revision-oriented feedback. The length of the paper would be 8-10 pages.

Benefits:

Both the in-class writing assignments and the response papers are good to stimulate students' ideas, and in doing so they help students begin to understand the difficult issues and concepts of the course. As a result, students become more engaged in class discussion and they are more likely to stay on top of class material.

Written feedback from the professor on the response papers and the position paper would give students a good sense of how they are doing on an ongoing basis throughout the semester. Gifted students can be praised and encouraged to stretch in their thinking, and students who are lagging behind can be given extra attention.



Department of Psychology

January 31, 2000

TO: Senate Curriculum Committee

FROM: Laretta Reeves, Psychology *LR*

RE: Philosophy of Mind proposal

I would like to voice my strong support for the Philosophy of Mind new course (and General Education) proposal. Cognitive Science has been one of the fastest growing academic disciplines in the past 20 years, and encompasses contributions from philosophers of mind, cognitive psychologists, computer scientists, linguists, neurologists, and others. It seeks to elucidate the workings of the mind, on topics ranging from low-level perceptual processes, to higher order processes such as problem solving and consciousness.

This Philosophy of Mind course is long overdue. It will be a welcome addition to the General Education bank, and provide students the opportunity to learn about and debate the theoretical and philosophical issues connected with the study of the mind. I think it highly likely that the Psychology Department will seek to add this new course to its current disjunct of Philosophy requirements in General Education, and other majors with connections to cognitive science may want to follow suit. I also believe that the Philosophy of Mind course may help to form the basis for an interdisciplinary Cognitive Science certificate at some point in the future.